SIGNIFICANT DISPROPORTIONALITY HANDBOOK

FREQUENTLY ASKED QUESTIONS & SAMPLE CALCULATIONS

MISSISSIPPI DEPARTMENT OF EDUCATION

FREQUENTLY ASKED QUESTIONS

Overview

A-1: What is significant disproportionality under the Individuals with Disabilities Education Act (IDEA) Section 618(d)?

Disproportionality is one measure of education equity. It occurs when children from a particular racial/ethnic group are identified for special education, placed in more restrictive settings, or disciplined at a markedly higher risk than their peers. IDEA does not define "significant disproportionality" nor do the regulations specifically define the term. Instead, States are required to use a standard methodology for analysis of disproportionality, which includes States setting a threshold above which disproportionality in the identification, placement, or discipline of children with disabilities in a local education agency (LEA) is significant. Mississippi considers disproportionality significant if an LEA exceeds a threshold of 2.0 for 3 consecutive years in the identification, placement, or discipline of children with disabilities.

A-2: What are the federal requirements for identifying significant disproportionality?

IDEA section 618(d) requires states to collect and examine data to determine if significant disproportionality based on race/ethnicity is occurring within the state and local education agencies of the state with respect to the identification of children as children with disabilities, including all disabilities and six (6) specific disability categories; the placement of children with disabilities in particular educational settings; and the incidence, duration, and type of disciplinary actions, including suspensions and expulsions. All children ages three (3) through grade twelve (12) are included in the calculations of identification while only children with disabilities ages three (3) through twelve (12) are considered in calculations for placement and discipline.

A-3: How and why did the federal requirements for calculating significant disproportionality change?

In December 2016, The United States Department of Education announced new regulations to further address equity in the IDEA. Changes require states to use a standard method of analysis to identify significant disproportionality, expand the categories of analysis related to discipline and compare racially homogenous districts to the state.

All states must use the risk ratio method for calculating disproportionality. This method compares the likelihood that children with disabilities of particular racial/ethnic groups to the likelihood that children of all other racial/ethnic groups will experience the same outcome in the areas of identification, placement, and discipline.

Methodology

B-1: What is the standard methodology states must use to identify significant disproportionality in LEAs?

Regulations require that states use a standard methodology for calculating significant disproportionality in 14 categories of analysis. The standard methodology includes a risk ratio, an alternate risk ratio, and minimum cell and n-sizes. States have the flexibility to identify an LEA with significant disproportionality only after it exceeds a risk ratio threshold for up to three prior consecutive years, exclude small populations from analysis, and exclude from determinations of significant disproportionality LEAs that have made reasonable progress in reducing their risk ratio. Mississippi considers disproportionality significant if an LEA exceeds a threshold of 2.0 for three (3) consecutive years in the identification, placement, or discipline of children with disabilities. All decisions that led to Mississippi's methodology reflect stakeholder input.

B-2: What are the fourteen (14) categories of analysis?

Regulations require states to calculate disproportionality in fourteen (14) categories for each of the seven (7) racial/ethnic groups. Each LEA has the potential for up to ninety-eight (98) calculations if it enrolls enough children in each racial category to complete the calculations. The fourteen (14) categories of analysis are listed below:

Discipline:

- In-school suspensions of ten (10) days or fewer
- In-school suspensions of more than ten (10) days
- Out-of-school suspensions/expulsions of ten (10) days or fewer
- Out-of-school suspensions/expulsions of more than ten (10) days
- Disciplinary removals in total

Identification:

- All disabilities
- Autism
- Emotional Disability
- Intellectual Disability
- Other Health Impairment
- Specific Learning Disability
- Speech/Language Impairment

Placement:

- Inside a regular class for less than forty (40) percent of the day
- Inside separate schools and/or residential facilities

B-3: What are the seven (7) racial/ethnic groups?

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic/Latino

- Native Hawaiian or Other pacific Islander
- Two or More Races
- White

B-4: What is a risk ratio?

Risk ratios analyze the disparities for seven (7) racial/ethnic groups, comparing each group to all other children in the LEA for each of the fourteen (14) categories of analysis. A risk ratio is a numerical comparison, expressed as a decimal, between the risk of a specific outcome for a specific racial group in an LEA and the risk of that same outcome for all children in the LEA.

Risk measures the likelihood of children in a particular racial/ethnic group to receive a given educational outcome. This is expressed as a percentage or proportion. For example, LEAs will calculate risk by dividing the number of Black children who are identified as children with disabilities by the number of all Black children enrolled in the LEA, then multiplying by one hundred (100). If there are forty (40) Black children in the LEA who are identified as children with disabilities, out of a total of two hundred (200) Black children in the LEA, the risk of a Black child being identified as a child with a disability is 40 ÷ 200 × 100 = 20%.

A **risk ratio** compares the risk that children in a particular racial/ethnic group will experience a given outcome compared to the risk that children of all other racial/ethnic groups will experience that outcome. For example, in the scenario above, the risk of a Black child being identified as a child with a disability is 40 ÷ 200 × 100 = 20%. If the LEA has two thousand (2000) non-Black children and of that group two hundred (200) are identified as children with disabilities, these two hundred (200) children create the comparison group. The risk of all other children being identified as children with disabilities is 200 ÷ 2000 × 100 = 10%.

The **risk ratio** is calculated by dividing the risk of a Black child being identified as a child with a disability (20%) by the risk of all children of all other racial/ethnic groups being identified as children with disabilities (10%). The risk ratio for Black children in the LEA being identified as children with disabilities is 20 ÷ 10 = 2.00. Generally, a risk ratio of 1.00 indicates that children from a given racial/ethnic group are no more or less likely than children from all other racial/ethnic groups to experience that outcome. In this example, a Black child in this district is twice as likely to be identified as a child with a disability as compared to children of all other racial/ethnic groups in this LEA.

B-4: What is a risk ratio threshold?

A **risk ratio threshold** is the ratio value established as a matter of policy at which the risk ratio in each category indicates significant disproportionality. If an LEA's risk ratio exceeds the threshold set by the State and meets the defined multi-year and/or reasonable progress flexibility, the LEA has significant disproportionality. Mississippi's risk ratio threshold is 2.00 for three (3) consecutive years for all fourteen (14) categories of analysis. In the earlier example of Black children being identified as children with disabilities, the risk ratio was 2.00. This LEA would be flagged as exceeding the risk ratio threshold in this category. However, if, in the same LEA, Asian children are 1.5 times as likely than all other children to be identified as children with disabilities,

the risk ratio threshold is not exceeded. In Mississippi, a risk ratio threshold is considered within the multi-year flexibility provision described below.

B-5: What is the multi-year flexibility provision?

States are required to examine LEAs annually for significant disproportionality. However, states are not required to identify an LEA with significant disproportionality until the LEA as exceeded the risk ratio threshold for up to three (3) prior consecutive years. The multi-year flexibility is designed to account for small changes in the LEA enrollment that could cause large changes in a risk ratio. Mississippi considers risk ratios for the three (3) most current years when identifying LEAs with significant disproportionality.

B-6: Which years are included in the calculation under the multi-year flexibility?

The Mississippi Department of Education (MDE), Office of Special Education (OSE) uses data reported by each LEA in the Mississippi Student Information System (MSIS) for the three most current school years that data is available. Disproportionality calculations for the discipline categories require the use of lag data. Disproportionality calculations for the identification and placement categories use current year and two previous years' data. For example, in the Spring of 2023, LEAs were notified if they were identified as having significant disproportionality that would require the LEA to engage in Comprehensive Coordinated Early Intervening Services during the 2023-2024 school year. Significant disproportionality in the discipline category was calculated using 2019-2020, 2020-2021, 2021-2022 discipline data from MSIS. Significant disproportionality in the identification and placement categories was calculated using 2020-2021, 2021-2022, 2022-2023 identification and placement data from MSIS>

B-7: What is a minimum cell size?

The minimum cell size is a minimum number of students experiencing a particular outcome. In risk ratio calculation, minimum cell size applies to the numerator in the fraction for calculating the risk for a racial group. Mississippi's minimum cell size is ten (10). For example, if two (2) out of twenty (20) Asian children are identified with an Emotional Disability (EmD), that is a risk of $2 \div 20 \times 100 = 10\%$. However, the risk numerator of two (2) is less than the minimum cell size of ten (10), so the state would not calculate this LEA's risk ratio for Asian students identified with emotional disabilities.

Minimum cell size also applies to the numerator in the fraction fo calculating risk of the comparison group, which is children in all other racial/ethnic groups. For example, if thirty (30) out of one thousand five hundred (1,500) White children in an LEA are identified with Autism, that is a risk of $30 \div 1{,}500 \times 100 = 2\%$. If only five (5) of the five hundred (500) children in other racial ethnic groups are identified with Autism, a regular risk ratio would not be calculated for White children because the risk numerator of five (5) for the comparison group is less than the minimum cell size of ten (10)

If an LEA does not met the minimum cell or n-size for the comparison group, disproportionality regulations require that an alternate risk ratio be calculated.

B-8: What is a minimum n-size?

The minimum n-size is comparable to minimum cell size. It is the minimum number of children enrolled in an LEA with respect to identification, and the minimum number of children with disabilities enrolled in an LEA with respect to placement and discipline, to be used as the denominator when calculating either the risk for a particular racial or ethnic group or the risk for children in all other racial or ethnic groups. Mississippi's minimum n-size is thirty (30). For example, an LEA has four hundred ninety (490) White children enrolled out of five hundred (500) total children. This means that risk ratio calculations for White children, the number of children in the comparison grout (non-White) is ten (10) which is smaller than Mississippi's minimum n-size of thirty (30). Therefore, the state cannot calculate risk ratios for white children in this LEA.

If an LEA does not meet the minimum cell or n-size for the comparison group, disproportionality regulations require that an alternate risk ratio be calculated.

B-9: Why are minimum cell sizes and minimum n-sizes necessary?

Small changes in small populations can result in large changes in risk ratios. Large changes do not necessarily suggest systemic problems causing significant disproportionality. Using minimum cell sizes and n-sizes excludes calculations based on small numbers. Some very small districts are excluded from all calculations. Some small, homogenous districts use alternate risk ratios instead of risk ratios.

B-10: What is an alternate risk ratio?

The alternate risk ratio is very similar to the risk ratio, which compares the likelihood that children in a particular racial/ethnic group will experience a particular outcome compared to the risk that children of all other racial/ethnic groups will experience that outcome in an LEA. The alternate risk ratio compares the risk of a racial/ethnic group experiencing a particular outcome in an LEA to the risk for all other racial/ethnic groups experiencing that outcome in the state. The alternate risk ratio uses the LEA-level risk for the racial/ethnic group in the numerator and the state-level risk for the comparison group in the denominator. Mississippi has set the minimum cell size at ten (10) and the minimum n-size at thirty (30). If the racial/ethnic group being analyzed meets the minimum cell and n-sizes but the LEA's comparison group does not, an alternate risk ratio is calculated. If the racial/ethnic group being analyzed meets the minimum cell and n-sized but the state's comparison group does not, the state will not calculate the alternate risk ratio.

B-11: When is an alternate risk ratio used?

States are required to use an alternate risk ratio whenever the comparison group in an LEA does not meet the minimum cell size or minimum n-size set by the state.

B-12: Why is an alternate risk ratio necessary?

When an LEA has too few children in the comparison group, the alternate risk ratio allows for a similar comparison, only the state population replaces the LEA population for the comparison group and produces results that are less volatile. Also, in racially homogeneous LEAs and those

with demographic characteristics markedly different from the state, there is a possibility that students in a particular racial/ethnic group are identified, placed, or disciplined at markedly higher rates than their peers across the State. In these cases, the absence of a comparison group should not excuse either the State or the LEA from its responsibility under IDEA section 618(d).

B-13: How can a racially homogenous LEA have disproportionality?

In racially homogenous LEAs that do not enroll enough children of other racial/ethnic groups to form a comparison group, there is still a possibility that children in the LEA's predominant racial/ethnic group are identified for special education, placed in more restrictive settings, or disciplined at markedly higher rates than their peers. Federal regulations state that the absence of a comparison group in these cases should not excuse either the state or the LEA from its responsibility under IDEA section 618(d) to identify and address significant disproportionality.

LEAs with homogenous populations with too few children to form a comparison group must be compared to the state. States are required to use an alternate risk ratio when the comparison group on an LEA does not meet the minimum cell size or minimum n-size set by the state. The alternate risk ratio compares the risk of a racial group experiencing a particular outcome in an LEA to the risk of students of all other races in the State experiencing that same outcome. The alternate risk ratio uses the LEA-level risk for the racial/ethnic group in the numerator and that the state-level risk for the comparison group is the denominator.

For example, a predominantly White LEA enrolls about 80% White children with disabilities and places almost 15% of those White children with disabilities in separate settings. This LEA enrolls only 20% non-White children with disabilities and places fewer than ten (10) non-White children in separate settings, so a regular risk ratio cannot be calculated. This LEA does not have enough children of other racial/ethnic groups in the comparison group and must be compared the state as a whole with the alternate risk ratio. Statewide, about 3% of Hispanic or non-White children with disabilities are placed in separate settings. When the LEA-level risk of 13% is compared to (divided by) the State-level risk of 3%, the resulting risk ratio is 5.00. This LEA is five (5) times more likely than the state as a whole to place White children with disabilities in separate settings. It is important for this LEA to explore and address the factors contributing to this disproportionality. When students with disabilities in the LEA are significantly more likely to be placed in restrictive settings compared to students in the rest of the state, they face inequitable access to instruction in the general education environment with their typically developing peers. Over time, this inequitable access often leads to inequitable outcomes.

B-14: Under what circumstances are states not required to calculate either a risk ratio or an alternate risk ratio for a particular category and racial/ethnic group in an LEA?

States are required to calculate a risk ratio for all ninety-eight (98) categories and racial/ethnic groups that meet minimum cell and n-sizes in all LEAs. The following are exceptions to this requirement:

- If a cell or n-size for a tarted racial ethnic group is not met, that risk ratio is not calculated
- If a cell or n-size for a comparison racial/ethnic group is not met, that risk ratio is not calculated using the LEA comparison group. Instead, an alternate risk ratio is calculated

and the LEA-level risk for the target racial/ethnic group is compared to the state-level risk for children not in that racial/ethnic group.
- If the state's comparison group does not meet the cell or n-size, a risk ratio is not calculated.

B-15: When is an LEA considered to no longer have significant disproportionality?

An LEA is no longer considered to have significant disproportionality in a given category when the state's annual calculation of the LEA's risk ratio falls below the 2.00 threshold for the most recent year in the three-year calculation. It should be noted that data collection and submission requirements may continue beyond the most recent designation depending on the designated allocation year.

While Mississippi's threshold is 2.00, any risk ratio above 1.00 means there is some degree of disproportionality within the LEA. Even with risk rations below 2.00, LEAs are encouraged to continue working to ensure students of all racial/ethnic groups are treated equitably in their schools and the LEA may consider **voluntarily** reserving up to fifteen percent (15%) of their IDEA Part B funds to provide Coordinated Early Intervening Services (CEIS) to general education children ages three (3) through grade twelve (12).

Requirements and Funding

C-1: What specific actions are required under IDEA when an LEA is identified with significant disproportionality?

According to IDEA, LEAs with significant disproportionality must:

- Review their policies, procedures, and practices related to identification, placement, and/or discipline of children with disabilities.
- Identify and address the factors contributing to the significant disproportionality, which may include among other identified factors, a lack of access to scientifically based instruction ; economic, cultural, or linguistic barriers to appropriate identification or placement in particular education settings; in appropriate use of disciplinary removals; lack of access to appropriate diagnostic screenings; differences in academic achievement levels; and policies, practices, or procedures that contribute to the significant disproportionality.
- Address any policy, practice, or procedure it identifies as contributing to the significant disproportionality including a policy, practice, or procedure that results in a failure to identify, or the inappropriate identification of a racial or ethnic group or groups
- Publicly report on the revision of any policies, practices and/or procedures consistent with the requirements of the Family Education al Rights and Privacy Act, its implementing regulations in 334 CFR Part 99, and Section 618(b)(1) of the Act.
- Redirect fifteen percent (15%) of their IDEA Part B funds toward Comprehensive Coordinated Early Intervening Services (CCEIS) designed to address the contributing factors including professional development, educational and behavioral evaluations, services and supports.

C-2: How often must an LEA review and if appropriate, revise policies, practices, and procedures?

A district must complete a review and, if appropriate, a revision every year it is identified as having significant disproportionality. Each LEA is notified of required action steps when it is notified of significant disproportionality.

SAMPLE CALCULATIONS

Discipline

Children with disabilities (CWD) receiving in-school suspension for ten (10) days or fewer
The risk numerator for this calculation counts each child with a disability ages 3-21 from each racial ethnic group that has a cumulative count of one (1) – ten (10) days of in -school suspension. Each CWD with a cumulative count of one (1) – ten (10) days of in-school suspension is counted once. CWDs with an MSIS discipline code of ISS are included in the count. Please note, MSIS discipline codes can be found in the MSIS Special Education Manual.

The risk denominator for this calculation counts all CWD from each racial/ethnic group included in the LEAs Child Count

Sample Calculation

CWD IN ABC SCHOOL DISTRICT RECEIVING ISS FOR 10 DAYS OR FEWER	Hispanic/Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or More Races	Total
	0	1	0	15	0	8	1	25

ALL CWD ENROLLED IN ABC SCHOOL DISTRICT	Hispanic/Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or More Races	Total
	1	1	2	81	0	178	13	276

$$\frac{\text{Number of Black or African American CWD in ABC School District receiving ISS for 10 days or fewer}}{\text{All Black or African American CWD enrolled in ABC School DIstirict}} \div \frac{\text{(All CWD in ABC School District receiving ISS for 10 days or fewer) – (Black or African American CWD receiving ISS for 10 days or fewer)}}{\text{(All CWD enrolled in ABC School District) – (Black or African American CWD enrolled in ABC School District)}}$$

$$\frac{15}{81} \div \frac{(25) - (15) = 10}{(276) - (81) = 195}$$

$$.1851859 \div .05128205 = 3.61$$

RISK RATIO FOR BLACK OR AFRICAN AMERICAN CWD IN ABC SCHOOL DISTRICT RECEIVING ISS FOR 10 DAYS OR FEWER.

Children with disabilities (CWD) receiving in-school suspension for more than ten (10) days

The risk numerator for this calculation counts each child with a disability ages 3-21 from each racial ethnic group that has a cumulative count of more than ten (10) days of in -school suspension. Each CWD with a cumulative count more than ten (10) days of in-school suspension is counted once. CWDs with an MSIS discipline code of ISS are included in the count. Please note, MSIS discipline codes can be found in the MSIS Special Education Manual.

The risk denominator for this calculation counts all CWD from each racial/ethnic group included in the LEAs Child Count

Sample Calculation

CWD IN ABC SCHOOL DISTRICT RECEIVING OSS/EXPULSION FOR 10 DAYS OR FEWER	Hispanic/Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or More Races	Total
	5	0	0	76	0	26	3	110

ALL CWD ENROLLED IN ABC SCHOOL DISTRICT	Hispanic/Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or More Races	Total
	201	7	56	2151	3	2553	358	5329

$$\frac{\text{Number of Black or African American CWD in ABC School District receiving ISS for more than 10 days}}{\text{All Black or African American CWD enrolled in ABC School DIstirict}} \div \frac{\text{(All CWD in ABC School District receiving ISS for more than 10 days) – (Black or African American CWD receiving ISS more than 10 days)}}{\text{(All CWD enrolled in ABC School District) – (Black or African American CWD enrolled in ABC School District)}}$$

$$\frac{76}{2151} \div \frac{(110) - (76) = 34}{(5329) - (2151) = 3178}$$

$$.0353324 \div .01069855 = 3.30$$

RISK RATIO FOR BLACK OR AFRICAN AMERICAN CWD IN ABC SCHOOL DISTRICT RECEIVING ISS FOR 10 DAYS OR FEWER.

Children with disabilities (CWD) receiving out-of-school suspension/expulsion for ten (10) days or fewer

The risk numerator for this calculation counts each child with a disability ages 3-21 from each racial ethnic group that has a cumulative count of one (1) to ten (10) days of out-of-school suspension/expulsion. Each CWD with a cumulative count of one (1) to ten (10) days of out-of-school suspension/expulsion is counted once. CWDs with an MSIS discipline code of OSS, EXP, and EXPES are included in the count. Please note, MSIS discipline codes can be found in the MSIS Special Education Manual.

The risk denominator for this calculation counts all CWD from each racial/ethnic group included in the LEAs Child Count

Sample Calculation

CWD IN ABC SCHOOL DISTRICT RECEIVING OSS/EXPULSION 10 DAYS OR FEWER	Hispanic/Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or More Races	Total
	177	0	0	6	0	34	4	221

ALL CWD ENROLLED IN ABC SCHOOL DISTRICT	Hispanic/Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or More Races	Total
	604	1	6	43	2	253	31	940

$$\frac{\text{Number of Hispanic/Latino CWD enrolled in ABC School District receiving OSS/Expulsion for 10 days or fewer}}{\text{All Hispanic/Latino CWD enrolled in ABC School District}} \div \frac{\text{All CWD enrolled in ABC School District receiving OSS/Expulsion for 10 days or fewer) – (Hispanic/Latino CWD receiving OSS/Expulsion for 10 days or fewer}}{\text{(All CWD enrolled in ABC School District) – (Hispanic/Latino CWD enrolled in ABC School District)}}$$

$$\frac{177}{604} \div \frac{(221) - (177) = 44}{(940) - (604) = 336}$$

$$0.29304636 \div 0.13095238 = 2.24$$

Risk Ratio for Hispanic/Latino CWD in ABC School District receiving OSS/Expulsion for 10 days or fewer

Children with disabilities (CWD) receiving out-of-school suspension/expulsion for more than ten (10) days

The risk numerator for this calculation counts each child with a disability ages 3-21 from each racial ethnic group that has a cumulative count of more than ten (10) days of out-of-school suspension/expulsion. Each CWD with a cumulative count of more than ten (10) days of out-of-school suspension/expulsion is counted once. CWDs with an MSIS discipline code of OSS, EXP, and EXPES are included in the count. Please note, MSIS discipline codes can be found in the MSIS Special Education Manual.

The risk denominator for this calculation counts all CWD from each racial/ethnic group included in the LEAs Child Count

Sample Calculation

CWD IN ABC SCHOOL DISTRICT RECEIVING OSS/EXPULSION MORE THAN 10 DAYS	Hispanic/Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or More Races	Total
	0	0	0	0	0	14	0	14

ALL CWD ENROLLED IN ABC SCHOOL DISTRICT	Hispanic/Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or More Races	Total
	7	2	0	61	0	528	2	600

$$\frac{\text{Number of White CWD enrolled in ABC School District receiving OSS/Expulsion for more than 10 days}}{\text{All White CWD enrolled in ABC School District}} \div \frac{\text{All CWD enrolled in ABC School District receiving OSS/Expulsion for more than 10 days) – (White CWD receiving OSS/Expulsion for more than 10 days}}{\text{(All CWD enrolled in ABC School District) – (White CWD enrolled in ABC School District)}}$$

$$\frac{14}{600} \div \frac{(14) - (14) = 0}{(600) - (528) = 72}$$

The numerator does **not** meet the minimum cells size of 10. There for an alternate risk ratio must be used to determine significant disproportionality.

Children with disabilities (CWD) receiving out-of-school suspension/expulsion for more than ten (10) days (continued)

The risk numerator for this calculation counts each child with a disability ages 3-21 Statewide from each racial ethnic group that has a cumulative count of more than ten (10) days of out-of-school suspension/expulsion. Each CWD Statewide with a cumulative count of more than ten (10) days of out-of-school suspension/expulsion is counted once. CWDs with an MSIS discipline code of OSS, EXP, and EXPES are included in the count. Please note, MSIS discipline codes can be found in the MSIS Special Education Manual.

The risk denominator for this calculation counts all CWDs Statewide from each racial/ethnic group included in the SEAs Child Count

Sample Calculation of Alternate Risk Ratio

CWD IN ABC SCHOOL DISTRICT RECEIVING OSS/EXPULSION MORE THAN 10 DAYS	Hispanic/Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or More Races	Total
	0	0	0	0	0	14	0	14
CWD STATEWIDE RECEIVING OSS/EXPULSION MORE THAN 10 DAYS	3	1	0	74	0	627	10	715

ALL CWD ENROLLED IN ABC SCHOOL DISTRICT	Hispanic/Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or More Races	Total
	7	2	0	61	0	528	2	600
ALL CWD INCLUDED IN THE SEA CHILD COUNT	1,734	138	333	29,433	26	31,098	1,440	64,202

Children with disabilities (CWD) receiving out-of-school suspension/expulsion for more than ten (10) days (continued)

Sample Calculation of Alternate Risk Ratio

$$\frac{\text{Number of White CWD enrolled in ABC School District receiving OSS/Expulsion for more than 10 days}}{\text{All White CWD enrolled in ABC School District}} \div \frac{\text{(All CWD Statewide receiving OSS/Expulsion for more than 10 days) – (White CWD Statewide receiving OSS/Expulsion for more than 10 days}}{\text{(All CWD Statewide) – (White CWD Statewide)}}$$

$$\frac{14}{600} \div \frac{(715) - (627) = 88}{(64{,}202) - (31{,}098) = 33{,}104}$$

$$0.02333333 \div 0.00265829 = 8.78$$

Risk Ratio for White CWD receiving OSS/Expulsion more than 10 days using the Alternate Risk Ratio Calculation.

Total number of discipline incidents for CWD, including in-school and out-of-school suspensions, removals by school personnel to an interim alternative education setting, and removals by a hearing officer.

The risk numerator for this calculation counts each discipline incident of CWD ages 3-21 in each racial/ethnic group. Each discipline incident of CWDs counts toward the total discipline removals for each racial/ethnic category. For example, if one CWD receives two (2) days of in-school suspension, that suspension counts as one (1) incident. If that same student receives three (3) days of out-of-school suspension two weeks later, that incident will count as a separate, second incident. Those two incidents would count toward the LEA's count of discipline removals in total. CWDSwith an MSIS discipline code of ISS, OSS, EXP, EXPES, and ALSCH are included in the count. Please note, MSIS discipline codes can be found in the MSIS Special Education Manual.

The risk denominator for this calculation counts all CWD from each racial/ethnic group included in the LEAs Child Count

Sample Calculation

NUMBER OF DISCIPLINE REMOVALS IN TOTAL FOR CWD IN ABC SCHOOL DISTRICT	Hispanic/Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or More Races	Total
	1,924	1	6	95	0	866	129	3,021

ALL CWD ENROLLED IN ABC SCHOOL DISTRICT	Hispanic/Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or More Races	Total
	2,151	7	56	201	3	2,553	358	5329

$$\frac{\text{Number of Discipline Removals in total for Hispanic/Latino CWD in ABC School District}}{\text{All Hispanic/Latino enrolled in ABC School District}} \div \frac{\text{(Number of Discipline Removals in Total for All CWD in ABC School District) – (Number of Discipline Removals in Total for Hispanic/Latino CWD in ABC School District.)}}{\text{(All CWD enrolled in ABC School District) – (Hispanic/Latino CWD enrolled in ABC School District)}}$$

$$\frac{1,924}{2,151} \div \frac{(3,021) - (1,924) = 1,097}{(5,329) - (2,151) = 3,178}$$

$$0.89446769 \div 0.34518565 = \mathbf{2.60}$$

Risk Ratio of Hispanic/Latino CWDs' Discipline Removals in Total in ABC School District

IDENTIFICATION

The Identification of children as a child with a disability

The risk numerator for this calculation uses the LEA's Child Count data from MSIS which includes the eligibility data for each CWD ages 3-21 in each racial/ethnic group.

The risk denominator for this calculation is the LEA's Month 03 Net Membership data from MSIS. The Month 03 Net Membership includes all students ages 3-21 enrolled in the LEA in each racial/ethnic group.

Sample Calculation

NUMBER OF CHILDREN ENROLLED IN ABC SCHOOL DISTRICT IDENTIFIED AS CWD	Hispanic/Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or More Races	Total
	18	0	1	319	0	2	1	341

ALL CHILDREN ENROLLED IN ABC SCHOOL DISTRICT	Hispanic/Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or More Races	Total
	431	2	13	2,877	0	15	12	3,350

$$\frac{\text{Number of Black or African American CWD enrolled in ABC School District}}{\text{All Black or African American children enrolled in ABC School District}} \div \frac{\text{(Number of All CWD enrolled in ABC School District) – (Number of Black or African American CWD enrolled in ABC School District.)}}{\text{(All children enrolled in ABC School District) – (Black or African children enrolled in ABC School District)}}$$

$$\frac{341}{2{,}877} \div \frac{(341) - (319) = 22}{(3{,}350) - (2{,}877) = 473}$$

$$0.11852624 \div 0.04651163 = \mathbf{2.55}$$

Risk Ratio of Black or African American children being identified as a CWD in ABC School District.

The Identification of a child as a child with Autism

The risk numerator for this calculation uses the LEA's Child Count data from MSIS which includes the eligibility data for each CWD ages 3-21 in each racial/ethnic group.

The risk denominator for this calculation is the LEA's Month 03 Net Membership data from MSIS. The Month 03 Net Membership includes all students ages 3-21 enrolled in the LEA in each racial/ethnic group.

Sample Calculation

NUMBER OF CHILDREN ENROLLED IN ABC SCHOOL IDENTIFIED AS A CHILD WITH AUTISM	Hispanic/Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or More Races	Total
	5	0	2	21	0	49	10	87

ALL CHILDREN ENROLLED IN ABC SCHOOL DISTRICT	Hispanic/Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or More Races	Total
	978	20	223	2,122	19	2,586	361	6,309

$$\frac{\text{Number of Children of Two or More Races with Autism enrolled in ABC School District}}{\text{All Children with Two or More Races enrolled in ABC School District}} \div \frac{\text{(Number of All Children with Autism enrolled in ABC School District) – (Number of Children of Two or More Races with Autism enrolled in ABC School District.)}}{\text{(All Children enrolled in ABC School District) – (Children of Two or More Races enrolled in ABC School District)}}$$

$$\frac{10}{361} \div \frac{(87) - (10) = 77}{(6{,}309) - (361) = 5{,}948}$$

$$0.02770083 \div 0.01294553 = \mathbf{2.14}$$

Risk Ratio of children of two or more races to be identified as a child with Autism in the ABC School District.

NOTE: The same calculation process will be used for each of eligibility categories calculated for sig dis. Sig Dis is calculated for the identification of students with Autism, Emotional Disability, Intellectual Disability, and Language Speech Impairment

PLACEMENT

The Placement of children with disabilities inside a regular class forty percent (40%) or less of the day.

The LEA risk numerator for this calculation uses the LEA's Child Count data from MSIS which includes the user entered educational environment (LRE) for each CWD ages K5-21 in each racial/ethnic group. This count will include any child with a user entered placement code of SC in MSIS. Please note, MSIS placement codes can be found in the MSIS Special Education Manual.

The LEA risk denominator for this calculation counts all CWD from each racial/ethnic group included in the LEAs Child Count.

Sample Calculation

NUMBER OF CHILDREN ENROLLED IN ABC SCHOOL IN A REGULAR CLASS LESS THAN 40% OF THE DAY	Hispanic/Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or More Races	Total
	0	0	2	22	0	4	0	28

ALL CWD ENROLLED IN ABC SCHOOL DISTRICT	Hispanic/Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or More Races	Total
	2	0	0	68	0	13	0	83

$$\frac{\text{Number of Black or African American CWD enrolled in ABC School in a regular class less than 40\% of the day.}}{\text{All Black or African American CWD enrolled in ABC School District}} \div \frac{\text{All CWD enrolled in ABC School District in a regular class less than 40\% of the day) – (Black or African American CWD enrolled in ABC School District in a regular class less than 40\%}}{\text{(All CWD enrolled in ABC School District) – (Black or African American CWD enrolled in ABC School District)}}$$

$$\frac{22}{68} \div \frac{(28) - (22) = 6}{(83) - (68) = 25}$$

The numerator does not meet the minimum cell size of 10, and the denominator does not meet the minimum n size of 30. Therefore, an alternate risk ratio must be calculated.

The Placement of children with disabilities inside a regular class forty percent (40%) or less of the day. (continued)

The State risk numerator for this calculation uses the State's Child Count data from MSIS which includes the user entered educational environment (LRE) for each CWD ages K5-21 in each racial/ethnic group. This count will include any child with a user entered placement code of SC in MSIS. Please note, MSIS placement codes can be found in the MSIS Special Education Manual.

The State risk denominator for this calculation counts all CWD from each racial/ethnic group included in the State's Child Count.

Sample Calculation of Alternate Risk Ratio

NUMBER OF CHILDREN ENROLLED IN ABC SCHOOL IN A REGULAR CLASS LESS THAN 40% OF THE DAY	Hispanic/Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or More Races	Total
	0	0	2	22	0	4	0	28

ALL CWD ENROLLED IN ABC SCHOOL DISTRICT	Hispanic/Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or More Races	Total
	2	0	0	68	0	13	0	83

NUMBER OF CHILDREN STATEWIDE IN A REGULAR CLASS LESS THAN 40% OF THE DAY	Hispanic/Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or More Races	Total
	232	26	60	3,844	8	2,583	193	6,946

NUMBER OF CWD INCLUDED IN THE SEA CHILD COUNT	Hispanic/Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or More Races	Total
	1,826	146	308	29,383	28	29,996	1,691	60,378

The Placement of children with disabilities inside a regular class forty percent (40%) or less of the day. (continued)

Sample Calculation of Alternate Risk Ratio

$$\frac{\text{Number of Black or African American CWD enrolled in ABC School District in regular class less than 40\% of the day}}{\text{All Black or African American CWD enrolled in ABC School District}} \div \frac{\text{(All CWD Statewide in a regular class less than 40\% of the day) – (Black or African American CWD Statewide in a regular class less than 40\% of the day.}}{\text{(All CWD Statewide) – (All Black or African American CWD Statewide)}}$$

$$\frac{22}{68} \div \frac{(6{,}946) - (3{,}844) = 3{,}102}{(60{,}378) - (29{,}383) = 30{,}995}$$

$$0.32352941 \div 0.100080666 = 3.23$$

Risk Ratio for Black or African American CWD in ABC School District in regular class less than 40% of the day.

The Placement of children with disabilities in a separate school or residential facility.

The risk numerator for this calculation uses the LEA's Child Count data from MSIS which includes the user entered educational environment (LRE) for each CWD ages K5-21 in each racial/ethnic group. This count will include any child with a user entered placement code of SD or SF in MSIS. Please note, MSIS placement codes can be found in the MSIS Special Education Manual.

The risk denominator for this calculation counts all CWD from each racial/ethnic group included in the LEAs Child Count.

Sample Calculation

NUMBER OF CWD ENROLLED IN ABC SCHOOL IN A SEPARATE SCHOOL OR RESIDENTIAL FACILITY	Hispanic/Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or More Races	Total
	0	0	32	0	0	13	1	46

ALL CWD ENROLLED IN ABC SCHOOL DISTRICT	Hispanic/Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or More Races	Total
	27	4	1,946	13	1	1,927	94	4,012

$$\frac{\text{Number of Asian CWD enrolled in ABC School District in a separate school or residential facility.}}{\text{All Asian CWD enrolled in ABC School District}} \div \frac{\text{All CWD enrolled in ABC School District in a separate school or residential facility) – (Asian CWD enrolled in ABC School District in a separate school or residential facility)}}{\text{(All CWD enrolled in ABC School District) – (Asian CWD enrolled in ABC School District)}}$$

$$\frac{32}{1{,}946} \div \frac{(46) - (32) = 6}{(4012) - (1{,}946) = 2{,}066}$$

$$0.01644399 \div 0.00677638 = 2.43$$

Risk Ratio for Asian CWD in ABC School District in a separate school or residential facility